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ABSTRACT

Providing a focus for assessment and serving as a scaffold for documenting and reporting students' progress in reading, this framework is designed to assist teachers in planning and implementing Washington State's Essential Academic Learning Requirements in Reading. Organized by grade level (K-4), each level presents information in four sections: (1) The Overview summarizes some of the key learning common to students making normal progress for that grade; (2) The Quick Check provides a summary of skills and strategies that should be established and used before a student can be considered ready to work at the next grade; (3) The Suggested Genres and Text Features chart lists types of fiction and nonfiction texts and the text features familiar to most students at each grade level; and (4) The Suggested Characteristics chart offers skills and strategies or characteristics to be worked toward by the end of each grade. Although the framework is organized by grade level, it is acknowledged that children progress at different rates and that any one child will show more or less progress at certain times. (Contains a list of the Essential Academic Learning Requirements and a glossary of 23 terms.) (SC)

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ED 460 347

A Framework for Achieving the Essential Academic Learning Requirements in

Reading

K-4

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Introduction

This framework is designed to assist teachers in planning and implementing the Essential Academic Learning Requirements in Reading. It provides a focus for assessment and serves as a scaffold for documenting and reporting students' progress in reading.

The Essential Academic Learning Requirements in Reading are applicable to all stages of reading development, while they have special significance at each stage. This framework supports reading curricula developed by individual school districts to reflect the specific nature and culture of the community. The combination of efforts at the local level and use of this framework should ensure that all elements of the Essential Academic Learning Requirements in Reading are addressed at each grade level.

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Since students progress at different rates on different skills, this framework is organized by grade level. For each grade level, information is presented in the following sections:

- Overview
- Quick Check
- Suggested Genres and Text Features to Be Worked Toward by the End of [Each Grade Level] chart
- Suggested Characteristics to Be Worked Toward by the End of [Each Grade Level] chart

The Overview for each grade summarizes some of the key learning common to students making normal progress for that grade.

The Quick Check provides a summary of skills and strategies that should be established and used competently and independently before a student can be considered ready to work at the next grade.

The Suggested Genres and Text Features chart lists types of fiction and nonfiction texts and the text features familiar to most students at each grade level. At each level, items are added to the chart to build on those introduced earlier. The range of material at each level reflects the focus and intent of the four Essential Academic Learning Requirements in Reading, emphasizing the need for skills and strategies to be taught and assessed on a wide range of texts and for a wide range of purposes.

The Suggested Characteristics chart offers skills and strategies, or characteristics, to be worked toward by the end of each grade. These present a more comprehensive outline than that presented in the Overview, and they are linked to the Essential Academic Learning Requirements in Reading, with all subsections of these covered at each grade. Suggested Tools for Assessing and Recording are those commonly used in classrooms and are linked to items in the Tool Kit. To interpret the Tools for Assessing and Recording columns, consult the key provided below the chart. A glossary is provided on page 33 of this document to help define unfamiliar terms.

Although the framework is organized by grade level, it is acknowledged that children progress at different rates and that any one child will show more or less progress at certain times. This, and the continuous extending and refining of skills and strategies learned in the early stages of development, means that any one skill is the basis for another skill or a number of other skills at the next level. For example:

Kindergarten

- Uses pictures to predict text

First Grade

- Uses pictures to confirm and not just predict text
- Identifies some features or traits of characters from illustration and text

Second Grade

- Makes inferences from illustrative and textual details
- Summarizes text or content of illustrative material for a specific purpose
- Locates information in a range of texts and illustrations to answer problems or pursue a topic

Third Grade

- Identifies elements in the text and illustrations that develop characterization and influence the presentation of plot
- Uses charts and tables to read and present information comparing, recording, summarizing, or reorganizing ideas and facts from textual and/or illustrative materials

Fourth Grade

- Identifies and uses text structure, main idea, supporting details, text organizers, and illustrative material when summarizing or referencing nonfiction material
- Considers the validity of information gained from text and illustration
- Revisits and analyzes text and illustrations for a specific purpose, including identifying story elements and literary devices
- Understands how illustrations and graphics, including diagrams, graphs, photographs, line drawings, realistic and impressionistic art, influence reading and the ideas or information gained

The suggested skills and strategies, or characteristics, at each level include those emphasizing phonetic, grammatical, and semantic elements as well as those relating to concepts of print and characteristics where these four elements need to be integrated in order for the reader to fully comprehend the content.

KINDERGARTEN

Overview: By the end of Kindergarten most students will know the names and sounds of all letters and sometimes use these to predict or confirm in simple texts of ideas or information relevant to them. They will often use picture clues to support or confirm their predictions. Unprompted retellings may focus on the most memorable incident (often including some interesting phrases or vocabulary) rather than a complete sequential recount. There may be a stage when many independent readings of a favorite or simple text are important to the reader.

A Quick Check:

Does each student

*** Understand that pictures and text convey meaning?**

*** Show an awareness of print in the environment?**

*** Know and use letters and their sounds to identify and confirm text?**

*** Recognize some words in different contexts?**

*** Understand the way we read affects the meaning?**

*** Reread a range of books and explore new ones?**

Suggested Text forms and Text Features to Be Worked Toward by the End of Kindergarten

FICTION	NONFICTION	TEXT FEATURES
Narrative--realistic, fantasy	Nonfiction texts should include	Page numbers Titles
Recount	science, social studies, math, the arts, health, and fitness.	Author and illustration credits
Songs		Labels
Letters (personal)	Procedural	Captions
Diaries	Expository	Story maps
Rhyme and Poetry--counting, number, playground	Recount	Charts
	Report	

Suggested Characteristics to Be Worked Toward by the End of Kindergarten

	CHARACTERISTIC	LINK TO EALRs*	Tools for Assessing and Recording**					
			1	2	3	4	5	6
1	Hears sound sequence in words	1.1	X				X	X
2	Recognizes and names all upper and lower case letters	1.1	X				X	X
3	Uses letter-sound links (including initial and final)	1.1	X				X	X
4	Focuses on text detail to identify or confirm	1.1	X					X
5	Matches spoken and written word	1.3	X			X		X
6	Identifies repetition of sounds, words, or phrases	1.1, 1.2	X			X		
7	Is able to distinguish when letter names and sounds match	1.1	X				X	X
8	Can distinguish similar and dissimilar sounds in groups of words	1.1, 1.2	X				X	X
9	Understands that some words name or describe actions, ideas, or information (e.g., nouns, adjectives, prepositions) in oral and/or written language	1.1				X	X	X
10	Uses simple plural forms	1.1	X			X		X
11	Develops a memory for text	1.2				X		X
12	Recognizes some words in different contexts	1.2	X			X		X
13	Uses pictures to predict text	1.1	X				X	
14	Identifies the beginning, middle, and end of a story	1.4, 2.3					X	X
15	Retells a simple text in sequence	1.4, 2.1				X	X	
16	Connects characters with actions	2.2, 2.3					X	X
17	Recounts information gained from books	2.1, 2.2		X		X		
18	Understands importance of directionality	1.3	X				X	X
19	Interprets and uses pictures, labels, photographs	1.5, 2.2, 3.2, 3.4				X	X	
20	Reads labels and captions around the classroom (e.g., in centers and displays)	3.1, 3.2, 3.4				X		
21	Reads and follows simple directions and symbols	3.2, 3.4					X	
22	Pauses and sometimes reruns or	2.1, 4.1	X					

	self-corrects if meaning is lost							
23	Participates in the reading of stories, poems, songs	3.3				X		
24	Asks for nonfiction as well as fiction books to be reread	3.1, 3.3		X		X		
25	Explores new books, including nonfiction	3.1, 3.3				X		
26	Returns to read and/or review favorite books	4.3				X		
27	Rereads to gain confidence and pace in known text	4.1				X		
28	Responds to acknowledgment and encouragement	4.2				X		

***EALRs = Essential Academic Learning Requirements**

****Key for Tools for Assessing and Recording:**

1 - Running records and miscue analysis or detailed recording of all attempts a student makes while reading a text
2 - Teacher's anecdotal journal
3 - Student's reading journal
4 - Continuous and frequent observation of specific activities or the use of specific characteristics
5 - Performance-based assessment
6 - Student's writing, in both directed and undirected situations

FIRST GRADE

Overview: Most first-grade readers pay attention to text details including medial and final sounds and simple affixes when predicting and confirming. Predictions are more accurate and often indicate increased awareness of the variety of language structures. The range and amount of text read increases, and rereading to maintain meaning or to gain pace is common.

A Quick Check:

Does each student

*** Show evidence of confirming predictions?**

*** Attend to sound sequence in words?**

*** Make more accurate predictions of word and structure?**

*** Practice reading?**

*** Talk about the act of reading?**

Suggested Text forms and Text Features to Be Worked Toward by the End of First Grade

FICTION	NONFICTION	TEXT FEATURES
Narrative--realistic, fantasy, traditional Recount Songs Letters (personal) Diaries Rhyme and Poetry--counting, number, playground, **personal**	Nonfiction texts should include science, social studies, math, the arts, health, and fitness. Procedural Exposition Recount Report **Question and answer**	Labels Captions Story maps Charts **Cover information** **Title page** **Table of Contents** **Glossary** **Diagrams** **Maps (3D, maze)**

Bold print denotes elements new to grade level.

Suggested Characteristics to Be Worked Toward by the End of First Grade

	CHARACTERISTIC	LINK TO EALRs*	Tools for Assessing and Recording**					
			1	2	3	4	5	6
1	Uses initial, final, and medial sounds to identify as well as confirm text	1.1	X		X	X		X
2	Associates sounds with letter clusters as well as individual letters when sounding out words in reading and writing	1.1	X		X	X	X	X
3	Uses -s, -ed, -ing, -er, and -est endings	1.1	X				X	X
4	Identifies alliteration, rhyme, and repeated or alternating patterns	1.4				X		X
5	Increases sight vocabulary, especially of "basic" vocabulary	1.2	X			X		X
6	Identifies and uses adjectives, nouns, verbs, prepositions, conjunctions, and pronouns	1.1					X	X
7	Uses pictures to confirm and not just predict text	1.1	X			X		
8	Retells, recalls, or recounts some details of text	2.1		X		X	X	
9	Phrasing and expression in oral reading shows awareness of meaning	2.1	X			X		
10	Recounts 3 or 4 steps of a procedural text or items of information	2.2, 3.2, 3.4		X	X	X	X	
11	Retells or recounts stories and sequences of 3 or 4 incidents accurately; retells sequence of an activity	2.2, 3.2, 3.3, 3.4		X	X	X	X	
12	Identifies consequences of actions	2.3					X	
13	Beginning to read beyond text and make inferences	2.1, 2.2		X		X	X	X
14	Locates information by page	1.5				X		
15	Reads, though may not always use, table of contents and glossary	1.5					X	
16	Studies detailed illustrations, especially in puzzles and nonfiction materials	3.1				X	X	
17	Reads and follows simple directions	3.1, 3.2, 3.4		X		X	X	

	in captions and labels in learning centers and self-initiated task cards							
18	Uses appropriate directionality when reading diagrams, story maps, charts, maps, stories, poems	1.5, 3.1					X	X
19	Initiates own reading and rereads to gain pace	1.3			X	X		
20	Identifies some features or traits of characters from illustration and text	2.3		X			X	X
21	Makes accurate predictions at instructional level and can explain confirming strategy	1.2, 4.1	X					
22	Reads on, as well as reruns, to regain meaning	4.1	X					
23	Attends to all parts of text in working toward accuracy	1.1, 1.3, 4.1	X			X		
24	Shares favorite reading materials and encourages others to read them	4.2, 4.3		X	X	X		
25	Explores a variety of books and text features	1.4, 1.5, 3.3		X	X	X		

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3 - Student's reading journal

4 - Continuous and frequent observation of specific activities or the use of specific characteristics

5 - Performance-based assessment

6 - Student's writing, in both directed and undirected situations

SECOND GRADE

Overview: By the end of second grade, most students will be proficient in word attack skills using phonetic and simple grammatical elements. They will now be giving more attention to the importance and range of meaning and how this is influenced by personal experience, the content, writing style, and the purpose of the reading. Reading will be used for more functional purposes, though reading for pleasure should continue to be an enjoyable habit.

A Quick Check:

Does each student

*** Use a range of word attack skills?**

*** Work consistently to maintain meaning?**

*** Consider more than one possible meaning?**

*** Make inferences from text and illustration?**

*** Use book features to locate text?**

Suggested Text forms and Text Features to Be Worked Toward by the End of Second Grade

FICTION	NONFICTION	TEXT FEATURES
Narrative--realistic, fantasy, traditional,	Nonfiction texts should include science,	Labels Captions Story maps
folktales, legends	social studies, math, the arts, health, fitness, and **technology**.	Charts Cover information Title page
Recount Songs Letters Diaries Rhymes Poetry **Plays**	Procedural Exposition Recount Report Question and Answer **Articles** **Dictionaries** **Map** **Informational posters**	Table of Contents Glossary Diagrams Maps and map keys **Chapter headings** **Pie charts/** **bar graphs** **Acknowledgments** **Blurbs** **Indexes**

Bold print denotes elements new to grade level.

Suggested Characteristics to Be Worked Toward by the End of Second Grade

	CHARACTERISTIC	LINK TO EALRs*	Tools for Assessing and Recording**					
			1	2	3	4	5	6
1	Uses increasing knowledge of letter clusters, syllabification, affixes, roots, and compound words for identifying and/or confirming words	1.1	X					X
2	Copes with more specialized vocabulary and figurative language	1.2, 1.4	X			X	X	X
3	Shows awareness of multiple meanings of some words	1.1, 1.2				X	X	X
4	Identifies and uses adverbs, homonyms, and similes	1.1, 1.2, 1.4				X	X	X
5	Integrates strategies of meaning, structure, and letter-sound relationships, almost automatically, focusing on text detail when meaning is lost	1.1	X					
6	Makes inferences from illustrative and textual details	1.5, 2.1				X	X	
7	Understands the importance of the sequence of events or information	2.1		X			X	X
8	Recalls specific events, ideas, or information to explain meaning or reaction to text	2.1, 3.1		X			X	X
9	Copes with a number of characters, incidents, and scene changes within a text	2.2			X	X	X	X
10	Considers text more critically	2.2, 2.3			X	X	X	
11	Shows awareness of characterization and in oral reading and responses	1.4	X			X	X	X
12	Responds to text in more varied ways	1.3, 3.2, 3.3, 3.4		X	X		X	X
13	Distinguishes between the features of fiction and nonfiction material	3.1, 3.3					X	X
14	Summarizes text or content of illustrative material for a specific purpose	2.3					X	X
15	Locates information in a range of texts and illustrations to answer problems or pursue a topic	1.5, 3.1, 3.2, 3.4		X		X	X	
16	Uses table of contents and index to locate information	1.5				X	X	
17	Uses dictionaries and glossaries to check meaning and spelling	1.2, 3.1				X	X	X
18	Compares forms and writing and illustrative styles	2.2, 2.3					X	X
19	Meets new challenges with confidence, usually using a variety of strategies	3.2, 3.4, 4.1	X			X		
20	Makes time to read for pleasure	4.3			X	X		
21	Initiates own reading for information as well as pleasure and often returns to continue reading or to locate specific section	3.2, 3.3, 3.4				X		
22	Reads orally with expression, reflecting personal interpretation of text	2.1, 2.2, 2.3	X			X		
23	Describes reactions to books and considers ideas of others	4.2			X	X	X	

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5 - Performance-based assessment

6 - Student's writing, in both directed and undirected situations

THIRD GRADE

Overview: Readers at this stage expect challenges in the content, concepts, and style of the material but are confident of being able to mix and match skills to read with meaning and purpose. They make comparisons with and links to other texts or illustrations. Many students pursue interests through books or read to complete self-generated tasks. Some students show a distinct preference for fiction or nonfiction, books on a theme, or books by a particular author.

A Quick Check:

Does each student

*** Use a variety of skills flexibly and confidently?**

*** Think and talk about the author's intended purpose?**

*** Pursue interests through the written word?**

*** Continue to make time to read for pleasure?**

*** Summarize text with clarity and well-supported opinions?**

Suggested Text forms and Text Features to Be Worked Toward by the End of Third Grade

FICTION	NONFICTION	TEXT FEATURES
Narrative--realistic, fantasy, traditional folktales, legends, **fables, myths, tall tales** Songs Letters (personal and **functional)** Diaries Poetry--**rhymed, unrhymed** Plays **Proverbs, Sayings** **Essays** **Magazines**	Nonfiction texts should include science,social studies, math, the arts, health, fitness, and technology. Procedural and **technical texts** Exposition Report Dictionaries Informational posters **Encyclopedias** **Almanacs** **Thesaurus** **Brochures** **Diaries/Journals** **Biographies** **Speeches** **Interviews** **Advertisements** Essays	Labels Captions Story maps Charts Table of Contents Glossary Diagrams Maps and map keys/scales Chapter headings Acknowledgments Blurbs Index **Introductions** Timetables Parentheses References Footnotes Checklists Subheadings Tables **Asterisk** **Graphs** **Paragraphs** **Dialog** **Quotation marks**

Bold print denotes elements new to grade level.

Suggested Characteristics to Be Worked Toward by the End of Third Grade

	CHARACTERISTIC	LINK TO EALRs*	Tools for Assessing and Recording**					
			1	2	3	4	5	6
1	Selects and uses synonyms and antonyms for adjectives, adverbs, verbs	1.1, 1.2		X			X	X
2	Identifies similes and metaphors and provides alternatives	1.2, 1.4		X			X	X
3	Selects and integrates most appropriate strategies and can explain how meaning was gained and/or checked	1.1	X			X		

4	Justifies stance on authenticity of text, or reasons for actions in text, and own response	2.3			X	X	X	X	X	
5	Identifies importance of setting in terms of characters and actions	1.4			X	X	X	X	X	
6	Identifies author's intention and purpose for writing and how these influence reading and response	1.3, 2.3				X	X	X		
7	Identifies main idea or message of text and evaluates how this influences meaning and the reading	1.3, 2.1, 2.3				X		X	X	
8	Considers how different illustrative or text forms present a different view of or emphasis on the same content or theme	1.5, 2.3			X			X	X	
9	Copes with a wide range of features within a text or book	1.5		X			X	X	X	
10	Copes with more than one form within a text	3.3		X		X		X	X	
11	Uses library for specific purposes as well as for browsing	3.2, 3.4			X		X			
12	Gathers and synthesizes information from paragraphs and longer texts and from a variety of sources	2.2				X	X	X	X	
13	Reruns and self corrects over longer passages and on a range of writing forms	1.3		X	X		X	X		
14	Summarizes orally and in writing information gained from text and/or illustration	2.1				X		X	X	
15	Identifies elements in the text and illustrations that develop characterization and influence the presentation of plot	1.4			X		X	X	X	
16	Identifies persuasive elements in fiction and nonfiction material	2.3				X	X	X	X	
17	Uses a range of reference material including technical texts to pursue interests and complete tasks	3.1, 3.2, 3.4, 4.3			X		X	X	X	
18	Skims and scans when selecting a book or seeking information	3.2, 3.4					X			
19	Uses reading to explore ideas and gain new knowledge	3.1, 4.3				X	X	X	X	
20	Uses charts and tables to read and present information comparing, recording, summarizing, or reorganizing ideas and facts from textual and/or illustrative materials	2.2			X			X	X	
21	Uses pace and intonation to reflect purpose and meaning when reading to others	1.3, 2.2, 2.3, 4.3		X			X	X		
22	Identifies and shares strengths, weaknesses, and interests as a reader	4.1, 4.2				X	X	X		

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3 - Student's reading journal

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5 - Performance-based assessment

6 - Student's writing, in both directed and undirected situations

FOURTH GRADE

Overview: Readers at this stage read and reflect on text in more varied and critical ways. They are aware of accessing other levels of meaning through rereading or discussing ideas, information, and reactions with other readers. They are able to give reasons for their opinions. There is an increased awareness of how fluency is affected by the text type, style, and content, and how a listener is affected by fluent and expressive reading. By this stage, the integration of predictive and confirming skills is automatic on grade-level material.

A Quick Check:

Does each student

*** Reread in order to find other views or levels of meaning?**

*** Apply skills and strategies automatically and with increasing confidence?**

*** Apply strategies with equal competence when reading fiction or nonfiction texts?**

*** Choose appropriate ways of responding to text, either to share reading interests or to perform tasks?**

*** Maintain confidence and effort when meeting a challenge in the content, the act of reading, or the application of information or ideas?**

Suggested Text forms and Text Features to Be Worked Toward by the End of Fourth Grade

FICTION (Literary)	NONFICTION (Informational, task, career)	TEXT FEATURES
Narrative realistic, fantasy, traditional folktales, legends, fables, myths, tall tales Songs Letters (personal and functional) Diaries Poetry--rhymed, unrhymed Plays Proverbs, Sayings Essays Magazines **Comics, Cartoons** **Historical and contemporary fiction (Novels, Short stories)**	Nonfiction texts should include science,social studies, math, the arts, health, fitness, and technology. Procedural and technical texts Exposition Report Dictionaries Informational posters Encyclopedias Almanacs Thesaurus Brochures Diaries/Journals Biographies, **Autobiographies** Speeches Interviews Advertisements Essays **Atlases** **Newspapers** **Newspaper reports** **Magazines** **Magazine articles** **Memos** **Directories, Phone books** **Business letters** **Schedules**	Labels Captions Story maps Charts Table of Contents Glossary Diagrams Maps and map keys/scales Chapter headings Acknowledgments Blurbs Index Introductions Timetables Parentheses References Footnotes Checklists Subheadings Tables Asterisk Graphs Paragraphs Dialog Quotation marks **Directions** **Codes** **Abbreviations** **Dash** **Appendices** **Computer menus,** **searches, icons** **Foreword**

Suggested Characteristics to be Worked Toward by the End of the Fourth Grade

	CHARACTERISTICS	LINK TO EALRs*	Tools for Assessing and Recording**							
			1	2	3	4	5	6	7	8

1	Uses affixes, syllables, letter clusters, and knowledge of sound and letter patterns automatically	1.1	X					X		X
2	Understands some of the functions of word classes, including elements of tense, subject, and object	1.1, 1.2	X					X		X
3	Understands how words can be modified to have another function, such as adjectives and adverbs	1.2	X					X		X
4	Identifies the expanded form of contractions and basic abbreviations	1.2	X			X		X		X
5	Uses dictionary, glossary, index, table of contents, and thesaurus to check spelling, meanings, and synonyms	1.2, 1.5, 4.1				X	X	X		X
6	Uses index, table of contents, catalogs, files, numbering, and alphabetical organization to locate and reference material, both in text and on computer software	1.5, 3.2, 3.4				X	X	X		X
7	Selects and integrates most appropriate strategies for reading a particular kind of text and can explain how meaning was gained and checked	1.3, 4.1, 4.2	X	X					X	
8	Uses appropriate vocabulary, including title, headings, paragraph, chapter, index, and captions when referencing text	1.5, 3.2, 3.4					X	X		X
9	Uses computer menus, searches, and icons	1.5, 3.2, 3.4				X	X			
10	Uses and compares story elements and structure (plot, main idea, main and supporting characters, setting, point of view) when describing reaction to, retelling, or summarizing fiction text	1.4, 2.1, 3.3			X			X	X	
11	Identifies and uses text structure, main idea, supporting details, text organizers, and illustrative material when summarizing or referencing nonfiction material	1.5, 2.1, 3.1			X			X	X	X
12	Identifies and explains similarities and differences in purpose and basic structure of different kinds of literary and informational text, including stories, poems, articles, reports, and letters	1.4, 1.5, 2.2, 3.1, 3.3		X		X	X			X
13	Chooses appropriate ways--either positive or negative--of responding to a variety of printed material	2.3			X	X			X	
14	Identifies features that indicate the author has considered the audience when presenting ideas and information	2.3		X	X				X	
15	Views the same text from different perspectives, including those of different cultures	2.3, 3.3		X	X				X	
16	Considers the validity of information gained from text and illustration	2.3, 3.1, 3.2, 3.4			X		X			X
17	Applies information from reading to give a response and express insight, for example, entering imaginatively into another time, place, or role when absorbed in a text	2.3, 3.3		X	X	X		X	X	

18	Revisits and analyzes text and illustrations for a specific purpose, including identifying story elements and literary devices	1.4, 3.3			X			X		X
19	Understands how illustrations and graphics, including diagrams, graphs, photographs, line drawings, realistic and impressionist art, influence reading and the ideas or information gained	1.1, 1.5, 2.2, 3.1			X	X		X		X
20	Compares elements of two or more texts in the same genre or by the same author or on a similar theme	2.2, 4.3			X					X
21	Questions others about reaction to a book or to the questioner's writing or response to a text	4.2, 4.3			X	X				X
22	Considers author, topic, theme, or genre when selecting a book	4.3				X				X
23	Sustains silent reading and pursues tasks for longer periods	1.3, 3.2, 3.3, 3.4, 4.3			X	X				
24	Reads orally with increased understanding of phrasing, punctuation, content, form, and author's style	1.3, 4.1	X			X	X			

***EALRs = Essential Academic Learning Requirements**

****Key for Tools for Assessing and Recording:**

1-Detailed recording of all attempts a student makes when reading, such as through a miscue analysis or transcribing a taped reading

2-Teacher's anecdotal journal

3-Student's reading journal

4-Continuous and frequent observation of specific activities or the use of specific characteristics

5-Performance-based assessment

6-Student's writing, in both directed and undirected situations

7-Conference or interview

8-Assessment of use in other curriculum areas

Essential Academic Learning Requirements

Read with Comprehension

- Uses skills and strategies
- Comprehends
- Learns new information, performs tasks, experiencesliterature, and reads for career applications
- Sets goals and evaluates progress

The Essential Academic Learning Requirements in Reading

1. The student understands and uses different skills and strategies to read.

To meet this standard, the student will:
1.1 use word recognition and word meaning skills to read and comprehend text (such as phonics, context clues, picture clues, and word origins; roots, prefixes, and suffixes of words)
1.2 build vocabulary through reading
1.3 read fluently, adjusting reading for purpose and material
1.4 understand elements of literature--fiction (such as story elements, use of humor, exaggeration, and figures of speech)
1.5 use features of nonfiction text and computer software (such as titles, headings, pictures, maps, and charts to find and understand specific information)

2. The student understands the meaning of what is read.

To meet this standard, the student will:
2.1 comprehend important ideas and details
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas
2.3 think critically and analyze authors' use of language, style, purpose, and perspective

3. The student reads different materials for a variety of purposes.

To meet this standard, the student will:
3.1 read to learn new information (such as reading science and mathematics texts, technical documents, and for personal interest)
3.2 read to perform a task (such as using schedules, following directions, filling out job applications, and solving problems)

3.3 read for literary experience (in a variety of forms such as novels, short stories, poems, plays, and essays to understand self and others)
3.4 read for career applications

4. The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:
4.1 assess strengths and need for improvement
4.2 seek and offer feedback to improve reading
4.3 develop interests and share reading experiences

GLOSSARY

alliteration--a sequence of words starting with the same sound

basic vocabulary--a bank of frequently used functional and personal words; the functional words often have no meaning in themselves

blurbs--information, usually found on the back cover, to create further interest in reading a book (e.g., reviews or information on the author or illustrator)

classics--works that have proved relevant and interesting across cultures, generations, and eras

codes--systems of symbols, letters, or words used to transmit messages

directionality--the sequence of reading a book, text, or illustration appropriate for the type of recording and the purpose of the reading

exposition-- (expository text) text that explains how or why things happen

genre--the types of forms and features of written text linked to a specific purpose

miscue analysis--a detailed recording of errors or inaccurate attempts during reading

narrative--text that describes action or events; usually includes a problem and resolution; usually, but not always, fiction

performance-based assessment--assessment tasks that require students to construct a response (for example, an extended response), create a product, or perform a demonstration

procedural text--sequential list that uses precise and often technical and specialized vocabulary to provide a set of directions

reads on--skipping an unknown word or phrase and reading on to the end of the sentence or until meaning has been regained

recount--text that presents a detailed sequential account of events

report--text that presents a summary, usually of an event, and usually written in the past tense

rerun--when an unfamiliar word or phrase causes a reader to return to the beginning of a sentence to find more clues to amend or confirm their predictions

retell--an account of a story read or heard

running record--the term for the detailed recording of controlled observation of a student's reading behavior

sight vocabulary--words which the reader quickly recognizes without having to attend to text details

semantic--concerned with the meaning of words or combinations of words

story map--a planning schema (sometimes notes, jottings, illustrations, or graphics) outlining the key features and shape of a text

syntactic--concerned with the grammatical arrangements of words

word classes--groups of words with similar functions, origins, or properties